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ABSTRACT The Fall, 1969 issue of CAPS Capsule discusses personnel services in other countries. C. Gilbert Wren indicates that the cultural emphasis on personal worth and independence determines the degree of acceptance of counseling services. Outside the United States, society is not person-oriented. National pride and jealousy inhibit foreign counselors trained in the United States from peer acceptance at home. Dr. Wren points up the need to develop training programs adaptable to other cultural bases. Specifically discussed are: "Counseling Services in Europe," by Edwin H. Olson; "Counseling Services in Latin America," by Joseph D. Bentley; and "Counseling Services in England," by Donald Blocher. These three articles address themselves to the following points on counseling services: (1) effect of cultural variables, (2) current status, and (3) possible implications for the United States. Also included are annotated listings of ERIC documents on international guidance and innovative programs in personnel services; a presentation by Garry R. Walz, Center Director, on a June conference at Cambridge entitled, "Computer-Assisted Systems in Guidance and Education;" information on CAPS products, and listings of Center activities. (CJ)			

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*Dr. C. Gilbert Wrenn is well known to those in the field of personnel services. He has been very active in professional groups and is noted for his book *The Counselor in a Changing World*. Dr. Wrenn was a professor of educational psychology at the University of Minnesota from 1938 until 1964. He then served in the same capacity at Arizona State University, and now holds a Distinguished Professorship at Macalester College in St. Paul, Minnesota. Dr. Wrenn has had considerable international experience, having conducted seminars and preparation programs in the West Indies, China, and British Columbia. He has also had extensive experience in England while teaching at the University of Keele as a Fulbright Distinguished Scholar.*

International Guidance: A Conversation With C. Gilbert Wrenn

Question: How is counseling in other parts of the world different from counseling in the United States?

Dr. Wrenn: One of the major differences is that things we assume to be functions of school counseling are seen in many other parts of the world as functions of other community agencies. For example, in some countries vocational counseling is done to a large extent by employment services which are associated with departments of labor that are also concerned with performing a manpower function. The concern is often not so much with the needs of the individual as with the manpower needs of the country. Likewise, in many countries the personal counseling function is not part

of school counseling at all. It is part of a medical service or a child guidance clinic. Frequently, therefore, the school is not seen as covering the range of functions which schools perform in our country. Part of the reason for this is that schools are quite different in other countries. I have heard from both Europe and Asia that the schools in other countries are not as person-centered as they are here. Here we make the assumption that what the child thinks and feels is the important thing, but for many countries this is not the case as far as the school is concerned. The important thing there is what authority says should be done.

Another difference is that parent decisions prevail for longer periods of time in other parts of the world. It's a curious thing that in a country like England, for example, they talk of all high school students as children. They keep commenting, "These children know or don't know," or "These children do this or that." Both parents and teachers tend to treat students as children even through high school.

Another difference seems to be that in other countries psychologists are not used in the schools. In the clinics yes, but not in the schools. Psychology in many countries is seen as a scientific discipline to be studied, more than as an applied science.

Question: You seem to be implying by what you are saying that it is difficult to take a practice from one culture and introduce it into another culture in which the basic values are very different. Would you care to elaborate on this?

Dr. Wrenn: Just this morning I was trying to answer a letter from a professor at the University of Natal in South Africa. She asked how she could begin to train career teachers to become counselors. I wasn't very hopeful of helping her because the basic concepts of "school" are involved. Career teachers function primarily as disseminators of occupational information. I suggested that the first step in helping them become counselors would be to strengthen their understanding of individual behavior. The training of teachers would have to include a strong psychological dimension which helps them be aware of the student as a total person including emotional, physical, and social aspects as well as cognitive. I think in many parts of the world psychology is not taught as it is here, where emotions are thought of as assets rather than liabilities, where self-image is considered to be an important factor in determining behavior. In many parts of the world, psychology is treated as a purely cognitive process and emotion has to be handled by reducing or controlling it.

The second step would be to accept the principle that students have a controlling voice in making their

own educational and vocational decisions and that helping them to do that is considered a function of the school. Here we have a real headache. Although this type of decision-making is stressed in American education, I don't think it is in other parts of the world. Those of us in the field of counseling tend to take for granted that "what is good for General Motors is good for America" and what's good for America is good for the rest of the world. This just doesn't hold, and we tend to be provincial in that regard. As a consequence, we may do a great deal of harm when we go abroad as consultants and take for granted that the things that are important to us are, of course, important to people in other cultures.

Question: If teachers are apt to be prepared very differently and with different expectations and roles in foreign schools, do you think counseling should take place outside the school in some other agency?

Dr. Wrenn: I don't think "education" and "counseling" belong in separate areas. What has to be developed is some institution that treats the individual as a whole, treats him as an integrated, functioning totality. You can't break him up into parts and get very far with the integration of his own behavior, the relating of the life around him to the life inside him. This goal may be difficult to achieve but I think it is essential. We have to pound away at the assumption that school counselors or someone in the schools assume responsibility for developing an integrated approach to the student in the schools.

Question: We talk a lot in this country about the counselor as "an agent of change" with the implication that the counselor is not only able to effect change in the individual with whom he works, but also in the school system or community of which he is a part. Do you have any feeling or evidence to suggest that counselors who are working in schools or communities in foreign countries are having an effect on how the school or community agency operates and is organized?



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Here we make the assumption that what the child thinks and feels is the important thing, but for many countries this is not the case as far as the school is concerned . . . (It is) what authority says should be done.



Dr. Wrenn: No, I have no evidence on that. I have evidence that in this country the counselor can act as a change agent as well as the counselor of an individual. He can modify the environment; he can be both counselor and consultant. But I think we've just gotten to the point in this country after a great many years, experience of assuming that the counselor can work on changes in the school environment as well as helping the person change himself. We've been a long time getting there.

But abroad, the counselor has not been accepted as a person having a wide professional responsibility. In some countries, such as the Scandinavian countries, there are qualified school counselors but they deal pretty heavily with school problems and don't go very far beyond them. I don't see very much chance that they can affect the school environment. Right now they are striving to prove that the counselor is a person performing a unique function in the school which is accepted by other members of the school staff. They are working to become the individual in the school who deals with the youngster as he is, in his totality. The rest of the school may be pretty inflexible toward individual student needs, but the counselor might well become the kind of resource which students use for talking about things that really matter and for thinking through decisions. If such a role is accepted, then they have come part way toward being able to influence the school climate.

Question: Then you see the role of the school counselor in other countries as being currently defined in a way which does not include changing the school environment.

Dr. Wrenn: That's right. Some other countries (it is very risky to generalize!) currently see students as meeting manpower needs, with counseling directed

toward fulfilling these manpower needs. Because of this many countries now see testing as a kind of panacea and use it in a more autonomous fashion than we do. The test *per se* provides the answer and the total clinical approach is not used. Another problem in foreign countries is that the counselor is still struggling with the problem of discipline and control. Principals of schools in other countries tend to say, "Here's a professional person with some background. Let him handle the discipline cases." We have been through both test and discipline phases in America and have worked our way out — at least in part. Now we are concerned less about meeting of manpower needs than meeting of human needs. We're certainly seeing testing as part of a whole, not with any answers in itself. We're separating counseling from responsibility for disciplinary behavior. These things have to be worked through in other countries, although we must recognize that they may not come to our conclusions. It is so important for us to recognize that *our* solutions may fit *our* educational culture, but not those of other countries. It is arrogant to assume otherwise.

Question: What effects has our American culture had on the nature of counseling in this country?

Dr. Wrenn: As Americans we have some characteristics that I think have had a definite effect on the nature of counseling in the United States. For example, Americans have a concept of individual merit and achievement. You are what you make yourself; it's up to you to prove yourself. This involves choices and we feel that choices which affect a person should be made with the individual participating in the process, not made arbitrarily by his parents or other adults. Also, we have a high rate of mobility in this country. People are moving all over the place. In many countries of the world, people may not move more than a hundred

miles away from their home area in their entire lifetime, but here we go a hundred miles before breakfast. The high mobility of our population means that all kinds of choices have to be made — choices of school, choices of curriculum, and choices of how to adjust to a new environment. Another difference is that in this country we have public education for a large percentage of young people. That means a greater variety of people in the schools and in the colleges, and therefore more heterogeneity, which means more choices, more confusion, and more need for help.

Question: From what you have been saying, it seems that the basic values which a society holds about human nature have a major effect on the type of counseling services which will be developed in the country. A number of sociological studies seem to indicate that Japan and America are very close in basic value systems concerning the nature of man. Would you comment on similarities between counseling in Japan and America?

Dr. Wrenn: Guidance is quite well established in Japan. The Japanese Vocational Guidance Association was initiated in 1927, only 14 years after the initiation of our Association. There is a great deal that the two countries have in common, regardless of the impact of the Army of Occupation and the post-War period. Guidance in Japan is being influenced by two major factors now. First, Japan is experiencing a very rapid growth toward an industrial economy away from an agricultural economy. This has resulted in many complex social issues in the cities. Tokyo, a city of thirteen million people, is simply a buzzing beehive and people are moving so fast, both physically and socially, that it has been hard for the schools to catch up with the times, let alone give leadership. It must be remembered, too, that Japan is close to the Communist countries and it has had much more of a struggle to maintain some degree of autonomy.

There are, I think, fifty or sixty universities in Japan having counseling centers. However, a report which Max Wise made several years ago indicated that some of these were drying up and being abandoned because there wasn't enough demand for them. This is an interesting situation having to do with the problem of "face." People in Asiatic cultures seem to find it difficult to confide in someone else because doing so might be interpreted as a weakness. As I understand it, one of the problems in Japan is that Japanese students find it difficult to trust people called counselors to behave differently from other adults who tell them and direct them. It is difficult to help students build a perception of a counselor as a person who will hold what they say in confidence and who will allow them to make their own decisions—if indeed, the counselor does!



Question: Since counseling differs in various countries, the way counselors are prepared must also differ. How do you see counselor education, internationally speaking?

Dr. Wrenn: Where the counselor gets his training is very important. As I understand the picture in Latin America, for example, many of the governments are pro-American while many of the universities are anti-American. Dr. Joseph Bently tells us that in Latin America there is a problem of variance between the universities' and the government's political views. That means, therefore, that if you have been trained in a country of the world other than your own, the country in which you got your training may be accepted by the government but not the university or vice versa.

Another interesting aspect of this training problem is that in many parts of the world people look to Europe for leadership, not to America. This is difficult for us to understand and accept. Latin American countries have relied on Spain, France, and Germany very heavily for advanced education. The colonial countries of Africa and Asia have gone back to England. Also, as other countries are developing graduate studies in counseling, there is pressure to seek training at home. For example, I had a student recently who took his Master's degree with me in Arizona, and when he returned to Japan he found that he was received very coolly by his colleagues. They said, "Why did you go to America to get your training? We have good training over here." So there is the element of jealousy. When a person has gone abroad to study and returns home, he doesn't necessarily find himself in the best position for acceptance by others.

Question: You made a comment on the quality of counselor training. Do you note the development of anything like an indigenous knowledge base? Rather than looking to America for information sources, are there people who are writing, doing research, and developing an indigenous kind of counseling knowledge base in their own country?

Dr. Wrenn: My guess would be that Japan and India would come closest to this. They have made some attempts to provide counselor preparation in some, but not many, of the Japanese teacher training institutions. In India, they have journals of educational psychology and of vocational guidance, and they have made some attempts to provide for the preparation of people that they call counselors. However, these are mainly vocational counselors. Most of those people who have the responsibility for such indigenous programs have taken their preparation in Europe or in America. Therefore, they are still dependent.

In Latin America counselors and even teachers are likely to get their basic preparation in France or Germany. This is quite a different type of preparation from what we have here. The psychological preparation they get in France is not at all the same as they would receive in this country, and of course the concept of education is quite different. So the picture seems to be that students carry back to their own country a conception of counseling which is unique to the country in which they were trained and which may or may not fit their native culture. We need to develop training programs which will help students *adapt* what they have learned in one culture to the needs of their own culture.

People called counselors will carry to their countries some of the structure of counseling, maybe use some of our books, but the basic assumptions about behavior, autonomy, integrity, and freedom of choice will develop much later.

Question: What do you see occurring in the future? Do you have any prognostications which you would want to share with us?

Dr. Wrenn: It's hard enough to stick your neck out when predicting something in your own culture, let alone taking on the entire world! I would guess that we will have increasing numbers of students coming to this country to study. This means that American influence, attitudes, and ways of behaving will slowly affect other parts of the world. I'm not sure that that impact will always be of the positive sort. They may take back superficial perceptions of clothes, television, or food and not necessarily transmit some of our treasured values and perceptions. But we're going to have increasing influence by mere virtue of numbers. At the same time, I am concerned about the increasing resentment toward us. People in foreign countries tend to feel jealous about our prosperity and forward movement. We are hated in many parts of the world for no reason except that we have what others don't have, what they want and need. As generous as we've been, our generosity is seen as a political expedient, not a real generosity. Therefore, I predict an increase in the resentment against America, an increase in the ambivalence of wanting to learn what we know but not liking the idea of having to learn it from us. It will be increasingly important for us to be very aware that we can learn much from other countries. In the past, we haven't asked them for help, but it is important that we learn to do so.

I'm not sure that counseling as we see it in terms of values and functions will develop as rapidly as will the outward forms. People called counselors will carry to their countries some of the structure of counseling, maybe use some of our books, but the basic assumptions about behavior, autonomy, integrity, and freedom of choice will develop much later. These aspects will take longer because they are dependent on the very nature of the culture. We seem to have greater influence now than a few years ago. From working with a few countries, I feel that movement of the "emerging" countries toward counseling may be more rapid than in the more "established" nations. Emerging nations are seeking rapid development and are not as bound by traditions. We may help them a great deal if we are modest about the direct application of our procedures to the culture of another country, and if they don't *resent* our affluence and technology and in their resentment "throw out the baby with the dirty bath water."

Counseling Services in Europe

Edwin H. Olson, Ph.D.
Chairman, Psychology Department
Lawrence University

- What psychological characteristics of Europeans would influence counselors who might work there?

It is difficult, if not dangerous, to generalize from my experience in the Netherlands to other European nations, but it seems to me that one major factor to be taken into account is the difference in the nature of the relationships between individuals. In contrast to Americans, Europeans tend to form close relationships at a slower pace. Once the relationship is established, it seems to be more significant than is often the case with its counterpart here. Aggressive attempts at the formation of a relationship may well result in preventing the establishment of rapport, thus obviating effective assistance to the individual. Techniques such as sensitivity training have the potential for offending rather than being effective unless very cautiously used. While there is a good deal of "Americanization" in the culture and in education, transplantation of technique can have negative implications if not done with care.

Nearly every occupation has a training program designed to ready students for entry into that position. Since the choice of emphasis is made early and—despite recent changes—change from one "track" to another is relatively difficult. It is imperative not only that counselors have wide acquaintance with vocational guidance techniques, sources of information, and the like, but that they also have insight and experience in working with parents and students in this kind of counseling. It is my impression that our programs tend to be less interested in and competent to deal with vocational counseling, particularly at the secondary school level.

- What is the current status of counseling services in Europe? What might the future hold?

At the elementary and secondary school levels, counseling programs are in the early stages of development. According to my latest information, only in larger cities are professional counselors available, and in very limited number. In many schools, teachers with minimal special training are available for vocational and educational counseling, while in others the only

resource available is the school physician or the local equivalent of a guidance clinic. The latter are quite unsatisfactory referents, since they have limited contact with and insight into the problems of educational and vocational guidance. Quite clearly, the need for expansion of services and staff is recognized and appropriate steps are being taken to alleviate the need.

At the university level, there are professionally trained counselors available at all institutions. Counseling services have expanded rapidly and it is my impression that they quite adequately meet the need for both personal and educational counseling. In many ways they duplicate the type and extent of the services available in American institutions and will probably continue to develop along the same basic lines.

It seems that both personal and educational-vocational counseling will expand at the elementary and secondary levels, with specialty programs being developed in the teacher-training institutions to meet the needs for professionally trained staff. There is a need for more effective programs for the exceptional individual, particularly in the early identification of talented students in the lower socio-economic groups and in rural areas of the nation.

- What are the major cultural variables that have influenced the development of counseling services?

The need for counselors, and therefore for a counselor training program, has been most profoundly affected by the changes that have taken place in the educational system in the Netherlands, and throughout Europe. One of the most significant changes has been the shift in the socio-economic origins of the population attending those secondary schools leading to higher education, and ultimately those who attend the university. The percentage in these institutions from the working class is still small but increasing steadily, and the draw from the middle class has risen markedly. When education was the privilege of the elite, there was little need for counselors because choices were easily made by parents with little reference to the opportunity for mobility. The opening of new opportunities to students whose parents have limited education, and for whom choices are infinitely more complicated than were those of their parents, has made the need for professionally trained counselors quite apparent at all levels of education.

A related factor which may complicate the development of training programs is that teachers for the elementary and secondary schools do not attend the universities, but rather separate pedagogical institutions. The resultant isolation from traditional university curricula, and from clinical and counseling psychology in particular, may hamper the development of programs comparable to those found in the United States.

□ What can we learn from the development of counseling services in Europe?

My limited experience in Europe has served to confirm and delineate one of my own disquietudes about counseling and guidance in the United States. In contrast to the development of services and training programs here, it seems to me that most European programs have a philosophy on which they are based, and from that perspective questions on the nature and extent of services are formulated and attempts to project realistic answers are made. In this way the professional service and the profession providing that service develop together, and as one gains acceptance the other does, too.

Development of programs may be slowed by such a process, but the services available at all levels of education would seem to be more appropriate to the needs of the student and the institution. It is my impression that too often, either in the development of a service or a training program, we pay too little attention to both the underlying philosophy and the pattern of growth of the service we render, and in the process dilute our function. It is quite possible that one of the reasons for the lack of success of our strivings for professional status is grounded in this lack of cohesiveness. It seems to me that we can learn from our European colleagues the need for a more careful delineation of the philosophical and operational structure of the services we offer, and that programs for the preparation of counselors need to stress these aspects of programs as much as the techniques used in counseling.

Counseling Services in Latin America

Joseph D. Bentley, Ph.D.
Assistant to the Dean for Research
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University of Utah

A serious error frequently made by those who turn their interest toward Latin America is that they assume that Mexico, Central and South America are really one big country, actually very much alike. Nothing could be further from the truth. The differences are surprising and important. As an example, English, Spanish, Portuguese, French, and numerous Indian

dialects are all native languages somewhere in Latin America. Anyone who travels from one country to another in Latin America soon becomes aware that profound cultural and historical differences have created many nations. Yet, in an attempt to respond to questions dealing with counseling in Latin America, I commit the same serious error. One cannot discuss counseling in all of Latin America. There are too many differences.

My knowledge of counseling services in Latin America has been gathered primarily from my experience in Venezuela, Colombia, Puerto Rico, and, to some extent, Mexico. The observations that I make here are most descriptive of those countries.

□ What psychological characteristics of Latin Americans would influence counselors who might work there?

I assume that counselors who may work in Latin America would probably be North Americans, not nationals of any Latin American country. When I think of the psychological characteristics of students, I immediately focus upon the extreme idealism, the almost total involvement in politics, the intensity and freedom of expression of certain kinds of emotion, the extreme distrust of others, the pronounced individualism, the ability to enjoy.

I remember the difficulty with which we taped counseling interviews in Venezuela. In the first place, the counselors themselves were dubious. They doubted that the students would accept the tape recorder, and in most instances they were right (perhaps because of their lack of confidence). Students seemed convinced that we were getting information which would somehow be used against them.

I remember the stylized, interpersonal game-playing that seemed to characterize the relationships between adults, games often taking the form of presenting to others the facade of attention, courtesy, and concern, high-lighted by a lack of significant conflict, while in actuality the feelings were more closely related to hostility and anger. While this is not unusual in many cultures, I have never seen it institutionalized to the degree that it is in Latin America. As a result, most Latin American societies are low-trust, low-risk, high-defence. Counseling, in this setting, is quite a different process.

I was impressed by the unusual reliance upon status, titles, position and background, all used to define one's place in the social network. Everyone is a "doctor" of one sort or another. The number of persons who are lawyers, physicians, and, if that were not enough, those who are studying to be psychologists at night, is impressive.

□ What is the current status of counseling services in Latin America? What might the future hold?

This question is nearly impossible to respond to in any meaningful way, since there are such great differences among countries. As a broad generalization, educational counseling services are expanding rapidly, especially in the more advanced countries. Among these are Puerto Rico (which has the most developed program of counseling in all Latin America), Venezuela, Chile, Costa Rica, Panama and Guatemala.

The future is mixed. Many Latin American countries cannot even provide books and teachers for all their students, let alone counselors. Among the countries that seem to be developing more slowly are Paraguay, Bolivia, Ecuador, Honduras, El Salvador, and Nicaragua, Argentina and Uruguay, more heavily influenced by Europe than most other countries, have not, to my knowledge, developed strong programs, although they are considered to be among the developed countries in Latin America.

For the countries in Latin America that have identified industrial development as their economic salvation, counseling has received considerable support. Even in these countries (among them Venezuela and Brazil), the counseling services have developed, for the most part, in the urban areas and will, in my opinion, continue to do so, leaving the rural student who eventually ends up in the city and out of school with little help.

□ What are the major cultural variables that have influenced the development of counseling services?

Perhaps the most significant cultural variable is tied up with the discovery, conquest, and settlement of Latin America by Europeans, primarily Spaniards and Portuguese. Only recently has Latin America looked to the United States for anything except economic and technological assistance. The wealthy used to send their children to Europe. Counseling services in the United States emerged from our peculiar combination of individualism, freedom, concern for others, and choosing for oneself. The product has been a counseling philosophy which placed the individual and his welfare above any other.

The European tradition, from which the counseling program in Latin America drew early nourishment, carried a different focus, one which emphasized measurement, classification and assignment with the national need paramount.

Another cultural phenomenon which has been influential has been the enormous gap between the privileged and the poor. Until recently, the poor were on their own to make their way as best they could.

At the same time in the same countries, small numbers of families controlled much of the economic wealth and social power. As a result, strong, effective public school systems from which counseling programs could emerge did not develop.

Political instability is another Latin American cultural phenomenon which has influenced the growth of all institutions. Politics has long controlled policy decisions in education, as well as in most other professional areas. As a result, programs such as counseling services, often poorly understood, are subject to the whims of either the newly-elected party or the newly-revolted military.

□ What can we learn from the development of counseling services in Latin America?

Perhaps the most significant learning lies in the obvious but slow-to-be-accepted truism that any program developed from the values, traditions, and life patterns of one culture will not neatly fit into the values, traditions, and life patterns of another. The lesson for us in our own country is that we are a pluralistic nation with many subcultures. Yet we have assumed that any counseling program — both theory and practice — could apply to all. It is only under the impact of the demands of militant minorities that we are slowly and carefully coming to the realization that what is good for the white, ever-upward suburbs of Chicago and Los Angeles is not necessarily good for black Harlem, for the Mexican-American in San Antonio or for the Indian in Arizona. Perhaps each subculture will have to develop its own theory and practice in counseling, just as each nation must.

Counseling Services in England

Donald Blocher, Ph.D.
Professor of Educational Psychology
University of Minnesota

I will address myself to the three basic questions, but first let me touch briefly on the nature of my experiences so that the basis for my point of view will be quite clear. I was Fulbright Lecturer from September 1968 to June 1969 at the University of Keele in North Staffordshire. I worked intensively with the counselors in preparation at Keele and in the course of supervising these students in their

field practice and practicum became quite well acquainted with counselors in the Stoke-on-Trent area adjacent to Keele. The Stoke area now has the largest single concentration of school counselors in Britain. There are approximately twenty counselors now employed in this area. In addition to this experience I also visited the counselor education programs currently operating at Reading University and the University of Exeter. I was also fortunate in being able to keynote a national conference of school counselors at Keele and in the process was able to become acquainted with a majority of the professional school counselors now operating in the country.

■ What elements in the British culture influence the development of counseling and guidance in the country?

I believe there are a number of factors in the British culture that will influence the development of guidance. The emphasis on the importance of personal privacy, a major focal value in the British culture, undoubtedly has a profound effect upon the development of counseling. There is a considerable suspicion generated around this value that views psychologists and psychological workers as people who intrude and pry into the personal lives of people. Parents, teachers, headmasters, and students themselves may view counselors with considerable distrust out of this kind of cultural context. Self-revealing behaviors of the kinds usually encouraged in counseling are not easily emitted by people for whom the maintenance of reserve and "stiff upper lip" are important norms. Expressive communication is not easily established and maintained in this culture. This is not to say, however, that Britons do not experience powerful feelings, or that these cannot be communicated once strong trust is established within a relationship. My experiences in leading encounter groups of counseling students and in actual counseling relationships with secondary school students convince me that while initiating counseling relationships may be slower and more difficult than in the American culture, they can be established and utilized in similar ways.

The second cultural factor that presently inhibits the development of counseling is the tradition of amateurism that permeates the culture. Specialized professional preparation of all kinds tends to be viewed with some question by many people. Teachers, particularly, may be very reluctant to admit the necessity for specialists such as counselors in the school. Similarly, a variety of others in the community may view themselves as quite capable of performing counseling functions. Marriage and family counseling, for example, has developed along amateur lines and is flourishing on this basis. It is not unusual in

school settings for a headmaster simply to appoint some well-intentioned housewife in the community to perform counseling functions on a volunteer or part-time basis. Some of these people, by the way, probably do a very adequate job. The total pattern of professional development that emerges out of this kind of amateurism, however, is often confusing.

The third major cultural factor impinging on guidance and counseling concerns the traditions and values attached to education itself. Here the major retarding factor insofar as guidance is concerned is the system of external examinations. The examination structure that is inherent in the British educational system from the 11+ stage to university graduation puts an almost intolerable burden on not only the development of guidance programs, but upon the development of almost any kind of educational innovation. It is not coincidental that the greatest educational progress in Britain has been made in the elementary schools where the examination structure intrudes only minimally. The overall effect of the examination structure is to prevent the educational system from emerging as an institution concerned with developing all varieties of human talent. Instead it emerges as an institution that creates an empty facade of sorting human talent and, in effect, operates as a restraining device that effectively freezes the existing social class structure.

A second and more positive aspect of British educational tradition deserves mention here, however, as a force with considerable potential for assisting guidance development. Since British education has not developed within the same context of separation of church and state that has operated in the United States, a strong tradition of "pastoral care" exists which gives British teachers, at least in many cases, strong concern for the welfare of the child in the widest context. Where this concern is mobilized and channeled effectively, very good problems of personnel services can be established. Many concerned and dedicated British teachers work intensively with children within the framework of tutorial and house systems in ways that put to shame many of the very superficial "home room" programs seen in American schools.

■ What concepts relevant to our American problems seems to be validated or invalidated in the cross-cultural situations?

I will mention two such concepts. The first involves counselor role. We have discovered through twenty years of often bitterly disappointing experience that counselors cannot operate effectively as ancillary workers who operate on a private practice model while happening to be housed in a school building.

We have learned that, to be effective, programs of guidance and counseling must be effectively integrated as a central part of the total educational process. Counselors must learn to cooperate with and secure cooperation from teachers, administrators, parents, community agencies, and other professional workers. The team concept is the only concept that can really lead to maximally effective programs.

The embryonic development of guidance and counseling in Britain provides an excellent laboratory within which to test this concept. Most of the counselors in the Stoke-on-Trent area began by attempting to implement a detached model of separated counseling services. Those who are currently most successful quickly shifted to move toward a more highly integrated model in which they work closely with other staff, serve as consultants and resource persons, and above all do not put themselves in competition with the teacher for relationships with students.

The second American experience that is currently being validated concerns counselor education itself. It is becoming increasingly clear in the British experience that the well-intentioned but psychologically naive counselor prepared in a traditional one-year program does not have the skills necessary to do the job. Training programs must either be lengthened or dramatically improved, or both, to give the counselor the kinds of competencies needed to operate successfully. Similarly, in-service and special programs must be operated to upgrade people now in the field. Since we in America have only begun to face up to

this reality, it is not surprising that in a very new, virtually experimental, stage of development, the demands for improved preparation programs pose an almost insurmountable problem.

■What do you predict will be the future course of development of guidance and counseling in Britain?

Basically, I think the forces operating to speed the future development of the field are greater than those which will retard it. Tremendous social and economic forces are mobilizing to press for improved education in the country. Emerging social problems centering around the assimilation of Commonwealth immigrants into the society, rising expectations for educational opportunity in the working class, and the desperate needs of British industry for specialized technical and managerial talent in order to compete successfully in foreign markets will all eventuate in significant educational reforms and innovations. These will all move in the direction of reconstructing schools as centers for nurturing human talents, and, as comprehensive schools with curriculums based upon the realities of individual and social needs rather than outmoded examination structures emerge, the need for student personnel services will be readily evident. Problems of cooperation and differentiation among educational psychologists, social workers, school counselors, and careers teachers will eventually be worked through. Improved counselor education programs will be developed as more people with relevant academic and professional experience become available to staff them.

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ERIC DOCUMENTS ON INTERNATIONAL GUIDANCE

The following is a list of recent ERIC documents directly related to the feature article on international guidance. If this article has stimulated your interest, we suggest that you scan these annotations to select documents which can provide further information on the topic.

All the documents are available from ERIC Document Reproduction Service. Use the ED number when ordering. MF price is for microfiche copy, and HC price is for hard copy. To order, use the following procedures:

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FOREIGN EDUCATIONAL PROGRAMS

ED 003 266 Medlin, William K. and others. EDUCATION AND SOCIAL CHANGE--A STUDY OF THE ROLE OF THE SCHOOL IN A TECHNICALLY DEVELOPING SOCIETY IN CENTRAL ASIA. Michigan Univ., Ann Arbor, School of Education, 1965. MF-\$2.00 HC-\$24.05 479p.

A definition of the range of influence of the Uzbek teacher as an agent of sociocultural change in Soviet Uzbekistan and a determination of the role of the teacher in transmitting new values and reinterpreting traditional cultures were the major purposes of the study. (HB)

ED 003 342 Dickson, George E. and others. THE CHARACTERISTICS OF TEACHER EDUCATION STUDENTS IN THE BRITISH ISLES AND THE UNITED STATES. Toledo Univ., Ohio, Research Foundation, 1965. MF-\$1.25 HC-\$15.95 317p.

A comparison of preservice teacher education students was performed in the areas of (1) teacher attitudes and personality characteristics, (2) general educational preparation, (3) professional education knowledge, and (4) general intelligence. (JM)

ED 003 403 Clayton, A. Stafford. HISTORICAL AND SOCIAL DETERMINANTS OF PUBLIC EDUCATION POLICY IN THE UNITED STATES AND EUROPE. Indiana Univ., Bloomington, 1965. MF-\$1.75 HC-\$20.60 410p.

A study was conducted which considered selected European experiences involving relationships between religion and public education as related to elementary and secondary national educational policy. The public educational policies of England, the Netherlands, and Sweden were examined. (TC).

ED 003 670 Kazamias, Andreas M. SOCIAL FUNCTIONS OF THE TURKISH LISE. Chicago Univ., 1965. MF-\$0.75 HC-\$6.65 131p.

The role of the Lise (secondary school) in the development and modernization of Turkey was studied. The study included patterns of student recruitment, level of educational and occupational aspirations, mobility and the occupation structure, and student values. (RS)

ED 017 014 Meredith, Gerald M. WHY THEY CAME TO THE EAST-WEST CENTER, A COMPARISON OF ASIAN PACIFIC AND AMERICAN GRANTEES. American Educational Theatre Assn., Washington, D. C., 1968. MF-\$0.25 HC-\$1.95 37p.

Major components in reasons given by Asian-Pacific and American grantees for the decision to attend the East-West Center are identified. Two broad styles of adjusting to a multi-cultural academic environment are discussed with reference to the motivational-vocational models of Tyler and Super. (Author)

ED 017 668 VOCATIONAL TRAINING FOR ADULTS IN THE NETHERLANDS. Netherlands Ministry of Social Affairs and Public Health, 1964. MF-\$0.50 HC-\$4.20 82p.

The Netherlands government has taken over adult vocational training. It has established a number of vocational training centers for the initial training of persons for a certain occupation, the retraining of persons who can no longer practice in a certain occupation, and the additional training or updating of persons whose previous training has become insufficient through technological developments. (HC)

ED 019 041 Eisenhower, Louis. COMMUNITY COLLEGES IN BRITAIN. American Assn. of Junior Colleges, Washington, D. C., 1968. MF-\$0.25 HC-\$0.30 4p.

While Britain has no parallel to the American multi-purpose community college, the purpose of such an institution is served by a variety of forms of "colleges of further education," each with its own individual character and purpose. (WO)

ED 019 486 OUTLINE OF VOCATIONAL TRAINING IN THE PHILIPPINES. Australian Dept. of Labour and Nat. Service, Perth, 1966. MF-\$0.25 HC-\$0.75 13p.

The Philippines have a population of 32 million of which 60 percent are engaged in agriculture. Recent economic development has involved increasing stability to provide a basis for growth. The education system is based on a 6-year elementary and a 4-year secondary school course. Secondary education is provided at either a general school or a vocational and trade school. (JM)

ED 019 487 OUTLINE OF VOCATIONAL TRAINING IN PAKISTAN. Australian Dept. of Labour and Nat. Service, Perth, 1966. MF-\$0.25 HC-\$0.70 12p.

In 1964 the two provinces of Pakistan had a combined population of 101 million. The economy of the nation is heavily dependent on agriculture, but industrial expansion is rapid enough to cause shortages of skilled personnel. A 5-year primary education branches into two secondary streams. Students may enter a 5-year high school toward university, polytechnic, or teacher training. Others may enter a 3-year middle school. Upon completion of two years of either middle or high school, a student may choose a technical school. (JM)

ED 019 488 OUTLINE OF VOCATIONAL TRAINING IN SINGAPORE. Australian Dept. of Labour and Nat. Service, Perth, 1966. MF-\$0.25 HC-\$0.70 12p.

In 1964 Singapore had a population of 1,844,200. Education is free for the six primary years. Successful students attend an academic secondary, a secondary commercial, or a secondary technical school. A 2-year preuniversity, a polytechnic, and a teachers' college are also available. Unsuccessful primary students receive two years additional work at a vocational school and, if successful, apply for admission to a vocational institute. (JM)

ED 019 489 OUTLINE OF VOCATIONAL TRAINING IN THAILAND. Australian Dept. of Labour and Nat. Service, Perth, 1966. MF-\$0.25 HC-\$0.75 13p.

The 1964 population of Thailand was 80 million. Its economy is largely dependent on agriculture, but rapid industrial expansion is underway. The nation is divided into twelve educational regions controlled by an Education Officer. Preschool education of one to three years is noncompulsory. Elementary education of four years is compulsory, and this requirement is being extended three more years. Secondary education is in two streams. The general stream has three lower and two upper grades. The vocational stream has 1, 2, and 3-year courses. (JM)

ED 019 490 OUTLINES OF VACATIONAL TRAINING IN TANZANIA. Australian Dept. of Labour and Nat. Service, Perth, 1966. MF-\$0.25 HC-\$0.65 11p.

The 1963 estimated population of Tanzania was over 10 million. The nation's economy is primarily agricultural. Primary education consists of a 4-year lower and 4-year upper level. Technical education consists of university-level courses for technologists, technician diploma courses in a technical college, combination general-technical courses in technical schools, and technical subjects in selected secondary schools. (JM)

ED 019 491 OUTLINE OF VOCATIONAL TRAINING IN ZAMBIA. Australian Dept. of Labour and Nat. Service, Perth, 1966. MF-\$0.25 HC-\$0.80 14p.

The 1963 population of Zambia was approximately 3.5 million. The 8-year primary education program is followed by secondary, secondary technical, and trade school options. (JM)

ED 020 319 TECHNICAL-VOCATIONAL EDUCATION IN VIETNAM. Dept. of National Education, 1962. MF-\$0.25 HC-\$1.55 29p.

The Directorate of Technical Education, set up in 1955, was given the specific duty of training technicians needed for developing industry and handicrafts. (MM)

ED 020 344 Okoye, Anazodo Anthony. A PROPOSED PROGRAM OF AGRICULTURAL EDUCATION FOR NIGERIA. 1966. Document not available from EDRS.

Data for this study were secured from Nigerian government and United Nations' documents to develop a compre-

hensive program of agricultural education designed to increase the efficiency in agricultural production, raise the rural standard of living, and increase the agricultural contributions to the total national economy and culture. (This Ph. D. thesis is available as 67-5478 for \$3.45 on microfilm and for \$12.15 as Xeroxed copy from University Microfilms, Inc., 300 Zeeb Rd., Ann Arbor, Mich. 48106.) (WB)

COUNSELING AND PERSONNEL WORK PROCEDURES

ED 010 246 Cantwell, Zita M. AN EXPLORATORY STUDY OF THE DEVELOPMENT OF MORE EFFECTIVE TESTING PROGRAMS FOR STUDENTS IN DIFFERING CULTURAL BACKGROUNDS. City Univ. of New York, Brooklyn College, 1966. MF-\$0.25 HC-\$1.80 34p.

The predictive ability of two intelligence tests on a cross-cultural sample was studied. The cross-cultural groups consisted of (1) Indo-European, (2) Spanish-American, (3) Negro, and (4) Chinese. (RS)

ED 010 258 Kumbaraci, Turkan E. TRANSLATED READING TESTS AS CULTURE-FAIR MEASURES FOR FOREIGN STUDENTS. Columbia Univ., New York, 1966. MF-\$0.50 HC-\$6.30 124p.

A comparison of an English language reading comprehension test with its Turkish translation and retranslation was conducted. The instruments consisted of two parallel forms of a reading test of college entrance level. They were translated into Turkish, and then retranslated into English. (RS)

ED 010 750 Poehlman, C. H. and others. SUGGESTED TECHNIQUES IN GUIDANCE AND COUNSELING WITH INDIAN YOUTH AND ADULTS. Nevada State Dept. of Education, Carson City, 1966. MF-\$0.25 HC-\$1.05 19p.

This document suggests concepts to use in counseling Indian youths and adults, and recommends ways to utilize those concepts. Cultural differences, language differences, and early childhood socialization are discussed. (CL)

ED 011 167 Friedrichs, Donald E. STUDENT EXCHANGE HANDBOOK. Michigan Assn. of Secondary School Principals. MF-\$0.25 HC-\$0.90 16p.

This handbook is to guide school personnel in developing or evaluating student exchange programs in high schools, especially in Michigan. (AM)

ED 015 720 THE TWO-YEAR COLLEGE IN THE UNITED STATES--A GUIDE FOR FOREIGN STUDENTS. Institute of International Education, New York, N. Y.; American Assn. of Junior Colleges, Washington, D. C., 1967. MF-\$0.25 HC-\$1.80 34p.

For the foreign student who plans to enroll in a college in the United States, this booklet presents information about junior colleges. (WO)

ED 017 030 HOUSING OF FOREIGN STUDENTS: GUIDELINES. National Assn. for Foreign Student Affairs, 1967. MF-\$0.25 HC-\$0.95 17p.

This guideline is addressed to the foreign student advisor as the coordinator of services to foreign students. (IM)

ED 018 832 AMERICAN-FOREIGN STUDENT RELATIONSHIPS: GUIDELINES. National Assn. for Foreign Student Affairs, 1967. MF-\$0.25 HC-\$0.80 14p.

The development of American-foreign student relationships is a cyclical process that requires programming to generate the process. The foreign student advisor is primarily a catalyst. (PS)

CROSS CULTURAL RESEARCH AND TESTING

ED 003 293 Lesser, Gerald S. and others. **MENTAL ABILITIES OF CHILDREN IN DIFFERENT SOCIAL AND CULTURAL GROUPS.** City Univ. of New York, Hunter College, 1964. MF-\$1.00 HC-\$11.75 233p.

Instruments previously developed to measure mental abilities in Western cultures were modified and used with children from a wider range of backgrounds. Chinese, Jewish, Negro, and Puerto Rican children from the first grade were selected. The results produced these general conclusions — social-class and ethnic-group membership have strong effects on mental abilities, and patterns once emerged do not alter within groups. (RS)

ED 003 352 Gibson, Robert L. **A COMPARATIVE STUDY OF THE ACADEMIC ACHIEVEMENT OF ELEMENTARY AGE STUDENTS OF THE UNITED STATES AND THE BRITISH ISLES.** Toledo Univ., Ohio, Research Foundation, 1965. MF-\$1.00 HC-\$10.55 209p.

A cross-cultural study was conducted to compare the achievement levels of British and United States elementary school students in grades 1-6, of varying ability levels, from both private and public schools at the approximate beginning, middle, and end of the academic year. Achievement analyses were based primarily upon scores earned on the California Achievement Test, modified to eliminate culturally biased items. (HB)

ED 003 066 Ghei, S. N. **CROSS-CULTURAL STUDY OF PERSONALITY CHARACTERISTICS OF YOUNG ADULTS.** Vermont Univ. and State Agric. College, Burlington, 1965. MF-\$0.25 HC-\$2.70 52p.

A study of personality traits included (1) a survey of the cross-cultural studies of personality studies from professional publications and (2) details of a comparative study of personality characteristics of subjects from the United States and India. (RS)

ED 010 026 Longabaugh, Richard. **AN ANALYSIS OF THE CROSS-CULTURAL STUDY OF CHILDREN'S SOCIAL BEHAVIOR, FINAL REPORT.** Cornell Univ., Ithaca, N. Y., 1966. MF-\$0.50 HC-\$6.05 119p.

Systematically observed, recorded, and coded interpersonal behaviors of children, ages 3 to 11, were examined for the existence of cross-culturally consistent relations between their behaviors. The study sample consisted of over 130 children from diverse cultures, and was selected from communities in

New England, Mexico, Africa, India, Okinawa, and the Philippines. (JH)

ED 011 056 Ghei, S. N. **CROSS-CULTURAL STUDY OF THE RELATIONSHIP BETWEEN THE SOCIAL DESIRABILITY VARIABLE AND PERSONALITY VARIABLES.** Vermont Univ. and State Agric. College, Burlington, 1967. MF-\$0.25 HC-\$0.70 12p.

An effort was made to measure the extent to which the observed differences in the personality structure of American college students and college students in India might have been affected by cross-cultural differences in a social desirability set derived from the Edwards Personal Preference Schedule (EPPS). (GD)

ED 016 791 Gibson, Robert L. and others. **A COMPARISON OF TECHNIQUES FOR THE SOLUTION OF SIMILAR EDUCATIONAL-VOCATIONAL PROBLEMS OF DISADVANTAGED YOUTH IN GREAT BRITAIN AND THE UNITED STATES.** Indiana Univ. Foundation, Bloomington, 1967. MF-\$0.75 HC-\$7.65 151p.

The purposes of this study were to determine whether the disadvantaged English-speaking youth of the British Isles and the United States have similar identifiable educational and vocational problems and whether the solutions to these problems are applicable in similarly disadvantaged cultures. (EM)

CROSS CULTURAL TRAINING

ED 011-103 Harrison, Roger, and Hopkins, Richard L. **THE DESIGN OF CROSS-CULTURAL TRAINING, WITH EXAMPLES FROM THE PEACE CORPS.** National Training Labs., Washington, D. C. 1966. MF-\$0.50 HC-\$3.15 61p.

Three articles on the design of cross-cultural training with examples from the Peace Corps are presented. (SM)

ED 016 940 Arensberg, Conrad M., and Neihoff, Arthur H. **INTRODUCING SOCIAL CHANGE, A MANUAL FOR AMERICANS OVERSEAS.** 1966. Document not available from EDRS.

Organized around anthropological concepts and concerns, this manual is designed for various categories of Americans working to introduce new ideas and techniques to cultures other than their own. (This document is available from the Aldine Publishing Company, 320 West Adams St., Chicago, Ill. 60606.) (LY)

Look for ERIC/CAPS displays
at these conventions

Michigan Personnel and Guidance Association
November 17 and 18, 1969
Statler-Hilton Hotel
Detroit, Michigan

American Personnel and Guidance Association
March 22 - 26, 1970
Rivergate Convention Center
New Orleans, Louisiana



The following section contains descriptions of some innovative program ideas which have been described in documents which CAPS has recently input into the ERIC system. This will become a regular feature of CAPS CAPSULE, designed to suggest new program ideas and to share information about some of the current programs which are being developed nationally. Since it is impossible to comprehensively cover all new programs, the goal of this feature is to highlight a few ideas which seem particularly exciting. CAPS realizes that there are many other programs which have possible applications in other settings and encouraged our readers to utilize ERIC/CAPS search tools, such as Research In Education, Integrated Personnel Services Index, and Current Index to Journals in Education, to identify other current information.

Teacher's Guide To: Self Understanding Through Occupational Exploration (SUTOE)

The Oregon State Department of Education has developed and is now revising a new vocational guidance curriculum. The curriculum is entitled "Self Understanding Through Occupational Exploration" and is a one-year course designed for ninth graders. It was developed under the leadership of the community colleges and Vocational Education Division and Guidance Services Section of the Department of Education, in cooperation with the Division of Continuing Education. SUTOE aims at linking together the efforts of the vocational education programs, general education programs, and guidance programs in order to enable the student to take better advantage of available opportunities through which he may ascertain, and succeed in reaching, his occupational niche.

The specific aims of SUTOE are to enable students to gain knowledge and understanding of possible future goals and job opportunities; to develop self-confidence, poise, and other social skills in applying for work via application and job interviews; to gain understanding of employers' viewpoints and requirements; to broaden knowledge of the general economic structure as related to the labor force needs of our nation, state and local area; to gain understanding of the importance of opportunities offered through high school and post-high school training programs; and to assess their own personal strengths and weaknesses.

SUTOE is a study of the many resources related to the employment structure of our country, state and community. The course is tailored for the individual and his needs and includes long-range and short-range evaluation of general and specific goals via investigation and search, idea exchanges in groups, role playing, interviewing, letter writing, oral and written reporting, visitation to specific industrial and/or other businesses, guest speakers, viewing of career films and film strips, research techniques in career fields of special interest to the individual students, and extensive testing (standardized and instructor-made).

This course has been developed by formulating a number of objectives or desired outcomes and then providing suggested instructional activities designed to meet these outcomes.

This pilot draft is now available through the ERIC system, as cited below. A revised 1969 draft has recently been received at CAPS and will be available from ERIC in a few months. Watch *Research In Education* for announcement of its availability.

ED 024 965 TEACHER'S GUIDE TO: SELF UNDERSTANDING THROUGH OCCUPATIONAL EXPLORATION (SUTOE). Oregon State Dept. of Education, Salem. Div. of Community Colleges and Vocational Education, 1968. MF-\$1.00 HC-\$10.00 198p.

Counselor Research Training Program

The Altoona Area School District in Pennsylvania developed a design for a special institute intended to strengthen practicing counselors' skill in the area of research. During the summer of 1968, it held its second research institute. The institute was sponsored by the U.S. Office of Education and was designed to acquaint twenty-five school counselors with the concepts of research, including several of the related services and systems which can assist and refine today's educational research endeavors.

During the two-week training period, the participants received actual experience in using a computer and computer-related equipment. They accessed the computer by both card and punched-tape input. The training in punched-tape input involved the use of remote terminal consoles.

The specific objectives of the institute were to provide the participants with the following understandings and competencies:

1. An operational understanding of data processing equipment including the key-punch, sorter, collator, reproducer and interpreter.
2. An understanding of the processes involved in the preparation of simple statistical computer programs.
3. An understanding of the methods of gaining access to available computers using either card input or punched-tape remote terminals.
4. A more complete understanding of the use and application of the concepts of central tendency, standard deviation, correlation, chi-square, and t-test of significance.
5. An introduction to the concepts of Program Evaluation and Review Techniques (PERT).
6. An introduction to experimental research designs and their associated invalidities.
7. An introduction to the ERIC system and its value in research and data review activities.

A description of this training program and an evaluation of its effectiveness is contained in ERIC report:

ED 025 818 COUNSELOR RESEARCH TRAINING. FINAL REPORT. Altoona Area School District, Pa. Spon. Agency - Office of Education (DHEW), Washington, D. C., Bureau of Research. 1968. MF-\$0.25 HC-\$1.40 26p.

Career Development Activities, Grades 5, 6, 7

An experimental vocational guidance curriculum has been developed in the Abington School District, Pennsylvania, which outlines three vocational guidance units for the fifth, sixth, and seventh grades. The stated objectives of this project are:

1. To develop learning experiences which actively involve the students in grades 5, 6, and 7 in processes which are useful in making career choices.
2. To utilize the techniques of simulation, gaming, role-playing, decision-making, and dramatics in designing the learning experiences.
3. To develop materials and techniques which can be effectively used by teachers or counselors in conjunction with the language arts and social studies programs and in guidance activities.
4. To develop materials which enable the counselor to participate with the students and teachers in joint activities.
5. To determine the students' interests in studying the area of careers and the processes of career selection.

The three units contain carefully detailed suggestions for specific learning activities. Each unit is based on a different theme. The unit for fifth grade is designed to acquaint students with the concept of interests and to help them become familiar with their own interests. The sixth grade unit is designed to help students deal with the changes which they face as they move into junior high school and to help them understand how to deal with change as an ever-present aspect of life. The seventh grade unit is designed to help students become aware of values and the role that values play in decision-making.

A description of these vocational guidance learning units is contained in ERIC report:

ED 022 219 CAREER DEVELOPMENT ACTIVITIES. GRADES 5, 6, 7. Abington School District, Pa. Spon. Agency - Office of Education (DHEW), Washington, D. C. 1968. MF-\$0.75 HC-\$7.40 146p.

Results of Pilot Activities in the Guidance Assistant Project

An experimental program using guidance assistants in an elementary guidance program has been developed by the Deerfield Public Schools, Illinois. This program, entitled "The Guidance Assistant Project" contributes some concrete programmatic ideas to the growing literature concerning the use of paraprofessionals in counseling. The project screened applicants who had college degrees through the use of an application, college transcripts, testing (Strong Vocational Interest Inventory, Tennessee Self Concept Scale, Edwards Personal Preference Inventory, and Allport-Vernon Scale of Values), and personal interviews before a multidiscipline committee, (i.e., School Psychologist, Project Director, Mental Health Clinic Administrator, Guidance Director, and Principal).

At the beginning of the school year, the Guidance Assistants had a special orientation program which stressed the nature of the local school district, local referral services, basic pupil personnel services, and curriculum procedures. During the project the Guidance Assistants were involved in the testing program, observation and data gathering activities, learning assistance programs, small group processes, classroom group guidance activities, and student evaluation activities. The specific role which the Guidance Assistants had in these activities and the type of in-service training activities used to prepare them for this role are described in the report.

This report ends with an evaluation of this initial attempt at using Guidance Assistants and gives recommendations for future programs. Two basic generalizations which were developed as a result of this experience are: (1) "The level of those chosen for training as Guidance Assistants will most directly influence the

scope of activities to be attempted in a training program. The better the background, the greater the "desire" for more sophisticated activities, e.g. direct helping relationships," and (2) "The kinds of activities deemed appropriate for guidance assistants is dependent upon the grade levels considered. In the lower grades there would be a greater need for 'direct helping relationships', but in the upper grades or in departmentalized situations the greater the need would be for 'indirect helping relationships', when thinking of assistance for the counselor."

A complete description of the project is contained in ERIC report:

ED 026 680 RESULTS OF PILOT ACTIVITIES IN THE GUIDANCE ASSISTANT PROJECT. Deerfield Public Schools, Illinois, District Number 109. Spon. Agency - Office of Education (DHEW), Washington, D. C. 1968. MF-\$0.25 HC-\$2.60 50p.



★ Need Help

Although CAPS tries to keep you, the users of ERIC, informed about the services now available through the central ERIC system by describing them in *CAPS CAPSULE*, there may be some individual questions about how to use ERIC effectively which may not have been answered. CAPS will be more than happy to answer any questions which you may have about using ERIC. For example, we have specially prepared information sheets which explain how to order ERIC products. If you need further help in using ERIC, please write to:

Mrs. Lynne Mueller
ERIC/CAPS
611 Church St.
Ann Arbor, Mich. 48104



In the latter part of June, I had the pleasure of attending a five-day invitational conference entitled "Computer-Assisted Systems in Guidance and Education." The conference, held at Cambridge, Massachusetts, was co-sponsored by the Harvard Graduate School of Education and the Columbia Teachers College under funds provided by the U.S. Office of Education. It was planned by Donald Super and David Tiedeman to be held at Columbia last year, but it had to be postponed because of the disturbances there.

There were several notable features of the conference. The first was the design. Unlike many conferences which are primarily talk marathons, this conference was planned to provide a "hands-on" experience where participants had multiple opportunities to interact with the hardware, the workshop staff, and the participants themselves. The very fact that the participants were able to personally experience computer-assisted counseling by sitting before a computer console and simulating a student's interaction with the system was enormously beneficial to their understanding of both the concepts and the hardware.

A second feature was the coverage of several computer-assisted systems. By emphasizing both the Harvard Information System for Vocational Decisions (ISVD) and the Columbia-IBM Educational and Career Exploration System (ECES), it was possible to examine the outputs of systems operating on different conceptual schemes and employing different hardware. Additional breadth was provided by an input on Project Plan: Computer Supported Individualized Education by G. Brian Jones of the American Institute of Research.



A third feature was an intermix of participants with representatives from ES-70 schools, state departments, and counselor educators. The differences in perspectives and experiences of the participants was such that a natural interplay of people and ideas occurred which would not likely have been as invigorating with a more homogeneous group.

A final feature was the staff who provided a desirable balance between individuals knowledgeable about particular computer-assisted guidance systems and computer-sophisticated persons such as Professor Joseph Weizenbaum of the Massachusetts Institute of Technology. The balance helped in viewing the developments historically and in projecting to future generations of computer-assisted guidance systems.

Certainly, the directors, David Tiedeman and Rhoda Baruch of Harvard and Donald Super of Columbia, are to be commended for planning an experience which itself incorporated much of what is known about facilitating the diffusion and utilization of knowledge. In many ways they have established a type of model which others who wish to disseminate ideas could well learn from. Additionally, the Office of Education is to be commended for their support of such a conference. Indubitably, views about computer-assisted guidance vary enormously among individuals. My own view is that, when dealing with innovative prototypes such as computer-assisted guidance systems, we should aim to explicate differences rather than work towards a premature closure as to either goals or means.

It is with a view to further explication and discussion rather than to any definitive stand-taking that I share the following observations based on my conference experience.

1. It is clear to me that both ISVD and ECES are ready for and should be given widespread experimental adoption. The data that are needed both for the further enhancement of the systems and for understanding the interface between existing guidance programs and computer-

assisted programs can only occur with extensive experimental adoption in a variety of settings and programs. Since local developmental work is needed to make the systems operational and expense is a factor, it would seem desirable that educational units of county or intermediate school district size be involved.

2. It is very likely that as we move in the direction of more computer-assisted guidance systems the needs and shortcomings in our essentially atheoretical or theory-weak systems will be more readily apparent. What might well have passed as adequate before computerization will, when taken to the computer, be revealed in ways that will make previous assumptions and decisions less palpable. If the lesson of natural sciences is applicable, we will develop tighter and more sophisticated theories because we will be pressed to do so by the computer.
3. At the same time that computer-assisted guidance appears so promising, it is necessary to be reminded that computerization of a basically superficial and incomplete procedure may give to it an aura of scientificism and possibly lead to some labor-saving, but it will not improve on it. At least some of the computer-assisted procedures now being adopted were not viable approaches in their non-computerized form and have not been improved by the process of computerization.
4. Though we are lacking hard data, my observation is that whatever capacity machines have to counsel, they offer an enormous resource to complement and supplement guidance as we know it today. The superior memory, rapid retrieval, permanent records, and capacity to undertake simultaneous monitoring of a wide variety of activities suggest that their adoption can lead to numerous advantages in typical guidance programs. The picture for the acceptance and utilization of computers by counselors is less clear, however. The often espoused acceptance by counselors of human differences may—from early signs—not extend to acceptance by counselors of what they see as essentially competitive machines.
5. Perhaps most important of all, the computer—as seen by Tiedeman—may be a way to develop community and humanness in our guidance programs that, ironically, may not be possible without the machine. It is not by resisting, but rather by embracing, the computer that we will see a marriage whose offspring is rigorous and very human.

James R. Walsh



IPSI Now Available

Last spring, CAPS initiated a new publication series, the *Integrated Personnel Services Index* (IPSI). IPSI is a response to the need for a comprehensive index to the literature of the personnel services field. IPSI is a semi-annual publication which announces major, current resources for a six-month period. IPSI combines, in one publication, information about resources from all personnel services fields, including such specialties as school psychology, school social work, college student personnel, and, in addition, behavioral science literature relevant to these fields. The resources selected deal with personnel work procedures; client psychological, sociological, and physical characteristics; and educational-vocational settings.

Each issue of IPSI includes:

NEW CAPS PUBLICATION



Look for the IPSI advertisement and Order Form in the December, 1969 issue of the *APGA's Personnel and Guidance Journal*.

- Announcements of about 1,500 new resources
- Resources from the ERIC Collection, journal literature, doctoral dissertations and book literature
- Bibliographic information and an annotation for each resource announced
- Subject and author indexes for quick access to resources
- Information on the availability of each resource

IPSI, Volume 1, Number 1 is now available and Volume 1, Number 2 will be available in the early fall of 1969. IPSI may be purchased on a single copy or subscription basis. Single copy price is \$4.95 per issue. Subscription price is \$9.00 per year for two issues. Checks should be made payable to the University of Michigan. Send orders to ERIC/CAPS, 611 Church St., Ann Arbor, Michigan 48104.

Current Resources Series

There are now eight Current Resources Series (CRS) Indexes available. Each of these Indexes announces major informational resources such as ERIC materials, journal articles, books, and dissertations which are relevant to a particular special interest area. These CRS Indexes provide an abstract of each resource, subject and author indexes which help the user quickly identify resources of particular interest, and information about where the resources may be obtained.

All CRS Indexes are now available from the ERIC Document Reproduction Service.

ED 017 036 THE USE OF INFOR-

MATION IN PERSONNEL SERVICES—EDRS Price: MF \$0.50 HC \$4.15 81 p.

ED 017 037 SMALL GROUP WORK AND GROUP DYNAMICS—EDRS Price: MF \$0.50 HC \$5.05 99 p.

ED 017 038 PUPIL PERSONNEL WORK—EDRS Price: MF \$0.50 HC \$5.50 108 p.

ED 021 305 DECISION MAKING—EDRS Price: MF \$0.50 HC \$3.05 59 p.

ED 021 306 PROFESSIONAL SPECIALTIES IN PUPIL PERSONNEL SERVICES—EDRS Price: MF \$0.50 HC \$3.25 63 p.

ED 023 146 ELEMENTARY SCHOOL COUNSELING AND GUIDANCE—EDRS Price: MF \$0.75 HC \$8.45 167 p.

ED 025 815 HELPING PROCEDURES FOR USE WITH THE DISADVANTAGED—EDRS Price: MF \$0.75 HC \$7.95 157 p.

ED 025 825 STUDENT CLIMATE AND BEHAVIOR—EDRS Price: MF \$0.50 HC \$3.10 60 p.

These Current Resources Series Indexes must be ordered from EDRS. MF price is for microfiche copy and HC price is for hard copy. When ordering, use the following information:

Give ED numbers of the desired documents.

Give the type of reproduction desired, hard copy or microfiche.

Give the number of copies being ordered.

Payment must accompany orders totaling less than \$5.00. Add a handling charge of 50 cents to all orders. The ERIC Document Reproduction Service is registered to collect sales taxes. Orders from states which have sales tax laws should include payment of the appropriate tax or tax exemption certification. Send orders to:

ERIC Document Reproduction Service
National Cash Register Company
4936 Fairmount Avenue
Bethesda, Maryland 20014

CAPS' Reports on Research

In the late spring CAPS published two research reviews in the *Personnel and Guidance Journal*. The first article appeared in the May issue and was entitled, "School Climates and Student Behavior: Implications for Counselor Role." This article was written by Garry Walz and Juliet Miller. As the abstract of the article indicates:

"The current research on the study of school climates is described, and implications of this research for counselor role are indicated. This research has examined the nature of educational climates and environments, as well as the relationships of various environments to student achievement, attitudes, and behaviors. The research provides information about the nature of school environments as they are affected by staff characteristics and behaviors and student peer group characteristics. This research indicated that schools do have quite different climates which are supportive of diverse types of student and staff behavior. It appears that the adjustment and success of an individual student may well be a function of (a) the type of climate of the school he attends, and (b) the extent to which the school climate is supportive of his individual needs. After an extensive review of nine methodol-

ogies for studying school climate, possible applications of these research findings by the counselor are described."

A second review article developed by CAPS staff members Garry Walz and James Lee appeared in the June 1969 issue of the *Personnel and Guidance Journal*. The goals of this article are stated in the abstract as follows:

"Completed and on-going research projects in the personnel services funded by the Office of Education were analyzed regarding the topics investigated, geographical area in which the research as being done, agencies receiving the grant, and the frequency of different research designs and statistical analyses. The analysis suggests that research in the personnel services is predominantly centered in the North Central accreditation region; is experimental in design, and has an apparently growing programmatic emphasis; and, finally, is primarily concerned with college student populations. A number of questions are raised for consideration in the discussion and conclusions."

CAPS feels that publishing reviews in journals is a way of widely disseminating some of the current research information in the field of personnel services and is looking forward to the development of other similar reviews.

Personnel Services Review

CAPS is now in the process of developing a new publication series entitled Personnel Services Review. The goals of this series are to identify specific areas of personnel work knowledge and to present knowledge generalizations which have been derived from a number of research studies or program descriptions. Each publication in this series is designed to help practicing personnel workers develop new personnel work procedures which are based on the most current, high-quality information. In addition to presenting knowledge generalizations, each Personnel Services Review will suggest

new procedures and strategies for implementing programs which are based on this new information. This series is being developed with the idea that it will provide assistance in the development of new programs and will also have applications for in-service and pre-service training activities.

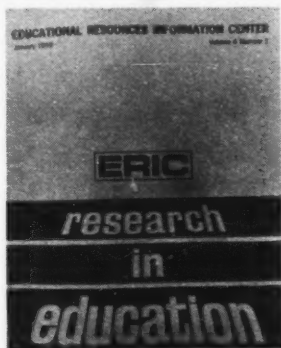
The first two Personnel Services Reviews will be available in the early fall of 1969. One of these deals with current research on achievement and its implication for counseling procedures. The other will review family counseling with reference to specific family counseling programs which can act as models in the development of new programs. This publication will also stress various factors which are important in implementing family counseling programs.

Information about ordering these publications will be explained in the next issue of *CAPS CAPSULE*.

RICH Available in 1969

CAPS is continuing work on the development of the first issue of the *Register to Improve Communicative Habits* (RICH), a register designed to facilitate person-to-person communication so that researchers to practitioners can share their ideas and materials with others. RICH is composed of an alphabetical listing of names of personnel workers who are willing and interested in both contributing and receiving ideas and materials concerning their major activity areas. RICH, to be printed, issued, and revised annually, will provide information about a participant's background, the major research and development activities for which he is desirous of exchanging ideas and materials, and his availability for consultation. A key feature of RICH will be an extensive indexing system by activity areas.

The questionnaires for collecting the information used in RICH have been sent to those individuals who indicated an interest in participating. During the fall, RICH will be published and should be available late in 1969.



RIE Browsing

Research in Education is organized to facilitate several kinds of browsing and searching. Each of the indexes to the document (or project) resumes can be used for browsing—by scanning, by author(s), institution(s), and subject descriptors. In addition, the document resume section can be used for browsing within the 19 fields represented by the ERIC Clearinghouses. All documents are grouped by the Clearinghouses that originally processed them.

You can browse or search within these 19 broad areas by following the Clearinghouse accession numbers listed in the top right section of the document resume. For instance, in the January 1969 issue of *Research in Education*, the first resume is identified as ED 021 152 and the AA 000 305.

The prefix AA indicates that North American Rockwell, the Central ERIC Facility, processed this document at the request of the Office of Education to expedite its availability. (We do this with a few priority documents each month.) The following 3 resumes also carry an AA identification. Then beginning with ED 021 156 and extending through ED 021 205, all documents also are identified with an AC number. AC refers to the ERIC Clearinghouse on Adult and Continuing Education. Beginning with ED 021 206 and going through ED 021 249, all documents also are identified with AL which stands for the ERIC Clearinghouse on

Applied Linguistics. AL, in turn, gives way to CG and so on. The key to the two letter designations for Clearinghouses and their documents numbers are given on page 5 of the January 1969 issue of *Research in Education* and on page 280, near the end of the volume. (This key will appear in each issue of *Research In Education* in approximately the same location, as in the January 1969 issue.)

Thus, if one is interested only in science documents, browse through the section with documents accessioned by SE. These run from ED 021 705 to ED 021 775 and also appear as SE 001 373 to SE 005 066; for vocational education, glance through the VT section, and so on.

Of course you can use the subject indexes as well. If you do, your browsing may lead to different results. In the resume section, documents are classified under one and only one Clearinghouse, whereas, in the subject index all documents, regardless of the Clearinghouse that originally processed them, are listed under each term or descriptor used to index them. For instance, some documents related to vocational education may have been processed through the Clearinghouse on Junior Colleges, Guidance and Counseling, or Disadvantaged. Most, of course, would have been processed through the Clearinghouse on Vocational Education, but all documents related to vocational education programs could be identified under appropriate descriptors in the subject index.

RIE Cumulative Indexes

Some persons responsible for ERIC holdings are not aware that annual cumulative indexes for *Research In Education* are available through the Government Printing Office (GPO). Two have been produced; one for 1967 and one for 1968. For 1967, separate cumulative indexes were produced for the reports document section of *Research In Education* and one for the projects section. Details on these two indexes are: *Research In Education, 1967 Annual Index Reports*, from

GPO (order by title), \$3.25. *Research In Education, 1967 Annual Index Projects*, from GPO (order by title), \$1.50. These two indexes cover the first 14 issues of *Research In Education*, from its inception in November 1966 through December 1967.

The 1968 annual cumulative index has just been released from GPO, but includes only reports. A cumulative index to projects is now being prepared. Information about the 1968 annual report index follows: *Research in Education Annual Index Reports, January-December 1968*, from GPO, \$8.25, 1069 pp. This index supersedes the *Semi-Annual Index Reports, 1968*, earlier available from GPO for the January-June 1968 issues of *Research In Education*. Each year a semi-annual index will be issued, followed by the annual index. Both will be available from GPO about two months following the period covered.

Remember, you will not automatically receive the cumulative indexes as part of your subscription to *Research In Education*. They must be ordered separately.

Current Index to Journals in Education

CCM Information Sciences, Inc., in cooperation with the Educational Resources Information Center (ERIC), has recently begun publication of a new computer-generated index to the journal literature of education.

Initially, subscribers to *Current Index to Journals in Education* (CIJE) will receive cover-to-cover indexing of over 200 education journals plus selective indexing of additional periodicals in related fields. These journals were selected as a result of a survey of the user population, sponsored by the U. S. Office of Education.

CIJE is a companion service to *Research In Education* (RIE) but does not contain abstracts. Recent articles will be collected and indexed by the 19 Clearinghouses that comprise the ERIC

network. This material will be indexed with terms from the *Thesaurus of ERIC Descriptors*, a vocabulary developed by subject experts of the various ERIC Clearinghouses. For example, an article entitled "The Use of Audiovisual Aids in Team Teaching" would be found under "audiovisual aids" and "team teaching," as well as under additional descriptors indicated by the text, such as "humanities," "urban areas," and "ghettos." Additional index terms will be listed with the main entry. The CIJE contains a main-entry section, an author index, a subject index, plus an index to source journals.

One of the unique features of CIJE is the coverage devoted to peripheral literature relating to the field of education. This essential feature assures access to important contributions of those periodicals which fall outside the scope of education-oriented literature.

CIJE is published monthly, but will also be cumulated annually and semi-annually. Prices are \$34.00 for 12 monthly issues. Cumulations also will be available at \$24.50 for the annual only and \$12.50 for a semi-annual;

both the semi-annual and annual for \$35.00. However, if the semi-annual and annual cumulations are ordered along with a subscription for the 12 yearly issues, their cost is \$30.00. Total cost for the 12 issues and the semi-annual and annual cumulations is \$64.00.

For further information and to place orders, write: ERIC Project Officer CCM Information Corporation, 909 Third Avenue, New York, New York 10022.

New ERIC Pricing

As you may know, new prices for ERIC documents went into effect February 22, 1969. Prices for a standing order for all reports cited in *Research In Education* increased from 8.4 cents per microfiche to 11 cents per microfiche. We estimate that the cost for receiving the 900 to 1,000 new reports cited in *Research In Education* will average \$125.00 per month. Even at 11 cents per microfiche, the new ERIC Document Reproduction Service prices are still very low in comparison to charges by other systems.

Prices for individual microfiche have remained the same: 25 cents per microfiche. Therefore, all microfiche prices for individual documents as listed in the resumes that are in even quarters (25, 50, 75, etc.) remain accurate. Individual microfiche prices listed in intervals of 9 cents (9, 18, 27, etc.) in the two 1966 and the 1967 issues of *Research In Education* and in several of the catalogs for special ERIC collections were superseded in January 1968 by the 25 cents price.

Prices for hard copy also have increased, effective February 22, 1969. The new price is based on 5 cents per page, up from 4 cents per page. This increase means that all hard copy prices listed in all ERIC catalogs are no longer accurate. Also, because of the lead time required to make changes in *Research In Education*, hard copy prices listed in the January 1969 issue of *Research In Education* are incorrect. Please recalculate hard copy prices, based on 5 cents per page, when ordering them from EDRS. Beginning with the February 1969 issue, hard copy prices will be correct.

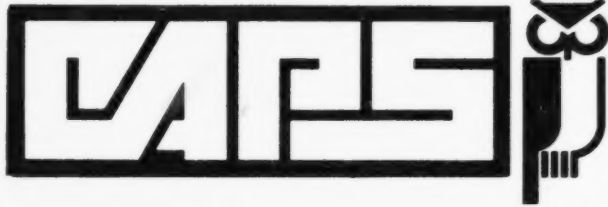
Visiting ERIC Collections

In the last *CAPS CAPSULE* we suggested that some of you might want to visit our Center to use our ERIC collection. We would like to repeat that invitation. CAPS has an on-site library facility which is available for use by the educational community. This facility includes the complete collection of ERIC materials in microfiche form, 85 journal titles, books, and newsletters. Also included in this facil-

ity are the major reference tools of the ERIC system, which enable the user to quickly and comprehensively identify those references relevant to his particular needs. If you would like to visit the CAPS Center and use our resources, please write a brief letter stating your desire, and the date and time you wish to visit us.

Some of you who are located far away from the CAPS Center will prob-

ably not be able to visit us personally. We do, however, have a listing of all of those institutions which have complete ERIC collections. If you would like to know which institutions in your state have ERIC collections, we would be happy to give you this information. Requests to visit our Center or to receive information about where the closest ERIC collection is located should be addressed to Mrs. Lynne Mueller of the CAPS Center.



CENTER ACTIVITIES

CAPS Workshop at APGA

The CAPS staff held a workshop on "New Developments in Guidance and Personnel Services" Sunday evening, March 30th at the APGA Convention. There were about one hundred and fifty people in attendance. Prior to the workshop, three areas of research had been selected for presentation. These were "Student Climate and Behavior," "Counseling the Disadvantaged," and "Research in the Personnel Services." Workshop participants heard a short presentation about each of the three areas and then received a list of generalizations which had been developed from the current research in these areas.

Those taking part divided into three major groups by research area and then into smaller groups of five to ten people. They discussed the implications of the research generalizations for counseling practice in a particular setting. The workshop ended with each group giving feedback to the other groups on what it saw to be the major implications of the research generalizations.

The participants seemed to be very pleased with this experience. CAPS intends to devote increasing efforts to the presentation of research results and suggested implications of these results for practice.

CAPS Advisory Group Meets

During the spring, CAPS hosted a meeting of our local, on-campus advisory group. The members of this group include representatives from the School of Education, the University administration, sponsored research projects, and other University departments. The group was representative of those groups on campus which are served by CAPS and with which CAPS shares

common interests. This group helped us assess the perceptions which other on-campus groups currently have of CAPS and the types of services and/or collaborative relationships which might be developed in the future. CAPS appreciated the opportunity to receive formal feedback and suggestions from this advisory group.

Members of this advisory board include:

William L. Cash, Jr., Coordinator of Human Relations Programs, Office of the President, and Professor of Education

William M. Cruickshank, Director, Institute for Study of Mental Retardation

Claude A. Eggertsen, Professor of Education, Director of Michigan-Baroda Project, Director of Sheffield-Keele Exchange Program

Ned A. Flanders, Professor of Education, Consultant on Research

Frederick L. Goodman, Associate Professor of Education, Secretary of Faculty, School of Education

Kent Leach, Director, Bureau of School Services, Professor of Education

Ronald O. Lippitt, Professor of Sociology and Psychology, Program Director, Institute for Social Research, Program Director for Center for Research on Utilization of Scientific Knowledge

Edwin L. Miller, Associate Professor of Industrial Relations, Business Administration

James L. Miller, Jr., Professor of Higher Education, Director, Center for Study of Higher Education

William C. Morse, Professor of Education and of Psychology, Chairman, Combined Program in Education and Psychology

Willard C. Olson, Professor of Edu-

cation, Dean of School of Education, Professor of Psychology

Ralph C. Wenrich, Professor of Vocational Education

CAPS Visits Professional Groups

Some staff members of CAPS had the opportunity this spring to meet with groups of personnel workers to describe ERIC/CAPS and its services. James Lee met with a group in Montana which was comprised of state department personnel, counselor educators and CAPS liaison people. At this time, the group was given details of the services available through ERIC/CAPS and definite plans were made to strengthen the cooperation between this group and CAPS in the areas of dissemination and acquisitions.

Also during this quarter, Garry Walz met with the South Dakota Personnel and Guidance Association. At the annual meeting of this group, which was held on April 18th and 19th, Dr. Walz gave two presentations. One was on the nature of ERIC/CAPS services and the other was entitled, "Relevant Counselor Behavior in the 70's."

CAPS Collaborates With Other Centers

Users of CAPS often wonder whether there is occasional overlap in the types of information which are collected by the various ERIC Clearinghouses. It is true that CAPS shares common interests with some of the other ERIC Clearinghouses. Because of these shared interests, CAPS is now working on arrangements to collaborate on publications with two ERIC Clearinghouses.

We are now making arrangements to work jointly with the ERIC Clearing-

house on Vocational Technical Education to develop a *Handbook of Vocational Guidance Practices*. This publication would be an inventory of existing vocational guidance practices which suggests applications and uses. CAPS is also working on arrangements with the ERIC Clearinghouse on Urban Disadvantaged for the development and publication of *Guidelines for the Preparation and Role of Counselors Who Work with Minority Youth*.

CAPS and ACES Joint Research

CAPS and the Association for Counselor Education and Supervision (ACES) are cooperating on a research study entitled, "Use of Innovations in Counselor Education." This research study is designed to explore the process by which innovations are accepted and implemented in the field of counselor education. This study will survey all counselor education departments in the United States. It is seen as providing information about the types of innovations which are currently being used in counselor education and about the communication network through which counselor educators are able to receive new ideas and information.

A special ACES committee has been appointed to work on this project, which met for the first time this spring. Members in attendance were: Sparkle Crow, Indiana State Department of Education; Robert Higgins, University of Toledo; Norman Stuart, Michigan State University; and Tony Riccio, Ohio State University and ACES President. CAPS was represented by Garry Walz and Juliet Miller. Two other committee members, Wray Strowig, University of Wisconsin, and Henry Bertness, Tacoma Public Schools, were unable to attend the meeting but have

given individual suggestions and reactions to the study design.

Data for the study will be collected this fall and a report of the findings will be completed next winter.

AAJC Staff Visits CAPS

Two members of the American Association of Junior Colleges staff visited CAPS during the summer. Jane Matson, Staff Specialist in Student Personnel Work, and Dorothy Knoell, Staff Consultant for Urban Affairs, met for a day with Garry Walz and Ralph Banfield of the CAPS staff. During this meeting the possibility of establishing a working arrangement with AAJC was discussed. Also, the discussion concentrated on the current informational needs of the junior college student personnel work field. It was decided that there is a major need to identify both innovative practices and possible models for student personnel services in the junior college. Possible strategies of identifying and disseminating this needed information were also discussed.

Chicago ERIC Center

Last spring, Mrs. Bette Keith of the U. S. Office of Education, Region V Office in Chicago, visited the CAPS Center and informed us of a new ERIC Information Center located at the regional office in Chicago. Mrs. Keith has developed an on-site facility which is available for use by interested people within this region.

This facility includes the full collection of ERIC reports on microfiche, all appropriate tools to search the collection, and personal services to help the user locate information relevant to his particular needs. People within the Chicago region who need help in locating information are encouraged to contact

Mrs. Bette Keith, ERIC Information Officer, 226 W. Jackson Blvd., Room 406, Phone (312) 353-5488.

CAPS Materials for Local Meetings

CAPS is always interested in having student and pupil personnel workers learn more about the services of ERIC and CAPS. Although it is impossible to send CAPS staff to all local and regional meetings which are attended by personnel workers, CAPS does have training materials available which can be used at such group meetings.

If any group is interested in receiving free materials explaining the ERIC/CAPS program to disseminate at local and regional meetings, CAPS would be pleased to send multiple copies of several brochures and other materials which describe our services. Also, we can send sample copies of our major publications. If you are interested in receiving training materials for use at conferences, conventions, or workshops please write to Mr. Ralph Banfield, ERIC/CAPS, 611 Church St., Ann Arbor 48104. Please specify the name of your group, the number of people who will be attending the meeting, and the name and address of the person to whom the materials should be sent. About two weeks notification time would be helpful to insure that the materials arrive in time for your meeting.

International Meeting Scheduled

Since CAPS has stressed international guidance in this CAPS CAPSULE issue, we thought our readers might be interested in information about a major international conference which has been scheduled for next



CENTER ACTIVITIES

spring. The Fourth International Round Table of Educational Counseling and Vocational Guidance will be held Tuesday, March 31st through Saturday, April 4th, 1970 at the Hague, Netherlands. The theme of this conference will be, "The Social Implications of Counseling." The conference will be addressed by the Netherlands Minister of Education; Professor Leona Tyler, Dean of Graduate Students, University of Oregon, Eugene, Oregon, U.S.A.; and Professor G. Mialaret, Professor of Psychology, The Faculty of Arts and Human Sciences, Caen, France. Working groups will be concentrating on the following areas:

Developmental Aspects of Counseling

Counseling and the Family

Counseling for the Handicapped

Counseling the Gifted Child

Counseling for Transition to Higher Education

Counseling and Behavior Problems

New AERA Group

CAPS would like to alert its users to a recently formed group concerned with pupil personnel services in the elementary school—the American Educational Research Association's (AERA) interest section known as "Pupil Personnel Services in the Elementary School (PPS-ES)." Dr. Frank Biasco, who heads the group, has stated that the group's focus has been arbitrarily limited to pupil personnel services in the

elementary grades since service at this level was the chief concern among its founders and was a way of delimiting the group's efforts. The general objective of the group is "to bring to the attention of researchers the component of the educational program commonly referred to as pupil personnel services."

The group was formed because of the concern of many AERA members over the lack of adequate data from which to assess the effectiveness of pupil personnel services (PPS) specialists in the schools, especially at the elementary school level. It was felt that at a time when more and more money is being invested in the PPS area and when more and more personnel are preparing to serve in it, a greater effort at appropriate assessments and evaluations must be undertaken in this area and a greater effort must be made to share the findings with the educational community and the general public.

The membership of PPS-ES was limited at first to those persons who were members of AERA. Since the membership of AERA consists largely of educators and psychologists and since AERA wished to make its interest groups, such as PPS-ES, accessible to others who could make contributions to them as well as receive benefits from them, the Executive Committee of AERA has declared that membership in the interest groups, including PPS-ES, may be opened to non-AERA members. This represents a savings of \$15.00, which is the current cost of

membership in AERA. Any person interested in PPS-ES may join by applying to the Chairman, Dr. Biasco, Dept. of Counselor Education, School of Education, Florida State University, Tallahassee, Florida 32306. Applicants should also remit two dollars (\$2.00), one of which is transmitted to the Central Office with the other being used by the interest group to defray its costs, such as newsletters. The PPS-ES group invites persons from all of the many services and disciplines which operate within the elementary schools to join, including nursing, dentistry, social work, administration, psychiatry, pediatrics, and others.

With the imminent closing of the Interprofessional Relations Commission on Pupil Personnel Services (IRCOPPS), the PPS-ES group is seen as filling a place which IRCOPPS was designed to occupy. In addition to collecting research data on pupil personnel services and sharing it through symposiums, such as those held at the recent AERA Convention, and the newsletter, the PPS-ES group is interested in undertaking a massive effort to evaluate PPS-ES services. Needed first, of course, is a planning grant which will permit the preparation and development of an adequate research design and proposal. Also being considered is the preparation of a model for the training of pupil personnel services personnel in conjunction with evaluation efforts. All who are interested in these efforts are invited to join PPS-ES.

Counseling and Personnel Services Information Center
611 Church Street, Ann Arbor, Michigan 48104



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